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ABSTRACT

A practicum was designed to provide a program for a small group of fifth- and sixth-grade Hispanic girls to develop their awareness of nontraditional career options, gender role stereotyping and decision-making skills. This program was offered in an elementary school located in the suburbs of a major southwestern city. Self-esteem, assertiveness, and decision-making skills were introduced as means of supporting choices made independent of traditional female roles. The program consisted of a variety of weekly lessons that included lecture and discussion, paper-and-pencil activities, role plays and student interactions, books and videos, activities and games, and guest speakers. An analysis of pre- and post-test results revealed an increase in career awareness, gender role stereotyping awareness, and self-esteem and assertiveness for a majority of the girls. Pre-test levels of gender role stereotyping awareness and self-esteem were higher than expected. Results suggested the need for career awareness and self-esteem support programs for girls in the sixth grade, much earlier than the generally accepted high school curriculum. (Appendixes include interview questions for teachers as part of evidence of the problem, Attitudes toward Nontraditional Careers survey, Assertiveness survey, list of career day choices, post-implementation interview questions for teachers, and a list of 13 program resources.) (Contains 40 references.) (Author/YLB)

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ED 371 186

A Program to Develop Awareness of Nontraditional Career Options, Gender Role Stereotyping, and Decision-Making Skills in Fifth and Sixth Grade Hispanic Girls

by

Diane M. Kloosterman

Cluster 55

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A Practicum I Report Presented to the Ed.D Program in Child and Youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA SOUTHEASTERN UNIVERSITY

1994

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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April 4, 1994
Date

This practicum report was submitted by Diane M. Kloosterman under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

Approved:

June 9, 1994
Date of Final Approval of Report

Mary Ellen Sapp
Mary Ellen Sapp, Ph.D., Adviser

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This practicum would not have been possible without
the love, support, and understanding of
my husband, Gary, and my daughter, Meaghan.

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and the staff of Lankershim Elementary School
for their trust and belief in me,
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ABSTRACT

A Program to Develop Awareness of Nontraditional Career Options, Gender Role Stereotyping, and Decision-Making Skills in Fifth and Sixth Grade Hispanic Girls. Kloosterman, Diane M., 1994: Practicum Report, Nova Southeastern University, Ed.D. Program in Child and Youth Studies. Career Awareness/Career Education/Nontraditional Occupations/Gender Role Stereotyping/Sex Bias/Elementary School Females/Hispanic-Americans

This practicum was designed to provide a program for fifth and sixth grade Hispanic girls systematically to develop their awareness of nontraditional career options and gender role stereotyping. Self-esteem, assertiveness, and decision-making skills were introduced as means of supporting choices made independent of traditional female roles.

The program consisted of a variety of weekly lessons including: lecture and discussion, paper-pencil activities, role plays and student interactions, books and videos, activities and games, and guest speakers.

An analysis of pre and posttest results revealed an increase in career awareness, gender role stereotyping awareness, and reports of self-esteem and assertiveness for a majority of the girls. Pretest levels of gender role stereotyping awareness and self-esteem were higher than expected. Results suggested the need for career awareness and self-esteem support programs for girls in the sixth grade, much earlier than the generally accepted high school curriculum.

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CHAPTER I

INTRODUCTION

Description of the Community

The community lies in the suburbs of a major southwestern United States city. Nestled in a valley at the base of the foothills, separated from the city by a natural pass, the town was originally founded over 100 years ago as a farming community, part of a large land development program. The town began to decline in business and housing desirability during the 1960s. Within the past 10 years, there has been an active redevelopment program that includes housing, public, and cultural improvements, as well as commercial and community centers. A terminal for the city's new mass transit system is also proposed for the town. However, despite all efforts there remains the blight of gang presence in some of the neighborhoods, with its accompanying fear, violence, and graffiti.

The target community is a low socioeconomic area. The surrounding communities, however, boast of a range of low to very high incomes, due in part to the proximity of the entertainment industry. During the 1980s business in the area grew 36% and by 1993 the population was over 100,000, almost double what it had been in 1989 (Chamber of Commerce,

1993). Most of the population of the target community is of immigrant background, largely Hispanic, with a recent influx of African-American families.

Description of the Work Setting

The work setting is an elementary school originally established at the turn of the century. None of the original building remains and the school is now comprised of a variety of buildings and bungalows added through the decades as the population grew. The school is multi-track and year-round because of overcrowding. It is filled to capacity and any new students, except kindergartners, must be bussed to other schools. The school teaches grades preschool through six. There are also Learning Handicapped and Trainable Mentally Retarded classrooms and Resource Specialist Program classes. This year, an after school Early Childhood Education class began. The school is designated Chapter I and receives federal funds based on the low income levels of the families.

The population of the school is approximately 893 students. Of these, 79% are Hispanic, 11% African-American, 8% White, 1% Asian, <1% Filipino, <1% Pacific Islander, and <1% Native American. Some students come from: Argentina, Armenia, Bangladesh, Bolivia, Chili, Colombia, El Salvador, Guatemala, Honduras, Hong Kong, Jamaica, Mexico, Nicaragua, Nigeria, Peru, Philippines, Poland, Romania, Russian Federation, Samoa, Saudi Arabia, Sierra Leone, South

Pacific, Soviet Union, and Vietnam. There are 17 different languages spoken by the students and their families, including American Sign Language.

The school staff consists of 33 teachers. Of these, 14 are fully bilingual in Spanish and 3 are partially bilingual. Fifteen of the teachers have fewer than 5 years experience as teachers. There are 27 three-hour teachers' assistants, all of whom are bilingual. There are 4 six-hour Special Education aides, one of whom is bilingual. There are approximately 500 limited English proficient students. The school offers a continuum of classroom environments ranging from a full bilingual program to English only.

The school administration provides a climate encouraging the development of programs and services for the students and their families, as well as continuing education for the staff. Some of these programs include: the Gifted and Talented program, parenting classes, after school tutoring, cultural programs, self-esteem classes, and the Conflict Management program. Mental health is emphasized along with academics.

The administration and the Local School Leadership Council allocate discretionary funds to purchase valued support services. These include: computer aide, library aide, parent liaison, music teacher, bilingual coordinator,

additional nurse time, and additional school psychologist time. The psychologist is on campus four days per week.

The Writer's Role and Responsibilities in the Work Setting

The writer's role in this setting is as the school psychologist. This role encompasses psycho-educational evaluation of children for special education and gifted programs and prescriptions for prevention and interventions for children with learning and behavior problems. The writer has 14 years experience with the same school district and extensive training in testing, analysis and interpretation of test results, diagnosis of psychological processing and emotional disorders, and prescriptions for remediation.

There have been many opportunities for this writer to develop and implement counseling programs, social skills groups, behavior modification, and programs addressing the affective domain. The writer has also developed and implemented numerous staff development and parenting programs, and provides supervision each year for the training of a school psychology intern. As a certificated "Trainer of Trainers" in conflict resolution, the writer conducts a school-wide conflict manager's training program.

The school psychologist serves as a resource and liaison between parents, school staff, students, the special education department, and community services, and coordinates services for students and families. This school

psychologist has been the president of the local chapter of the professional organization and has been a member of the school's Local School Leadership Council for 3 years.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

There appeared to be gender role stereotyping on the part of elementary school Hispanic females in preferring career options and making choices based on traditional female roles. They had limited knowledge regarding other kinds of occupations. They had been influenced by cultural and societal gender role stereotyping to accept and expect traditional female roles for themselves. They had not developed the skills for making decisions independent of these factors. There was no program available systematically to develop the awareness of these girls regarding nontraditional career options or to increase their ability to make decisions other than those based on traditional or cultural expectations. Therefore, many elementary school Hispanic girls demonstrated career awareness and choice-making behaviors consistent with only traditional or culturally-derived female roles.

Problem Documentation

There was evidence to prove the existence of this problem in the work setting. In informal conversations and

formal counseling sessions, girls themselves had reported to the writer that they believed they had limited information regarding the range of career options open to them. They also had little understanding of the requirements of nontraditional occupations and the educational or training procedures necessary to obtain a job in a nontraditional field.

The girls also observed that there were few appropriate role models, females in nontraditional careers, in their environment. Through counseling activities and by self-report it was noted that girls exhibited poor self-esteem. They were insecure in their abilities and many did not believe themselves capable, for the most part, of pursuing the education needed for some occupations and professions.

In addition, girls reported limited skills in assertiveness and decision making. They believed themselves bound to their parents wishes, and in some instances the expectations to marry directly after high school and have children or to take any job to help support the family. Few girls chose to attend workshops on nontraditional careers during the school's Career Day, preferring instead the more traditional careers such as secretary, teacher, and nurse.

Ten out of 10 teachers questioned concurred that these girls did not receive systematic instruction in career awareness and that there was a need to develop a program in this area (see Appendix A). One sixth grade teacher

reported that when he polled his class, most of the girls claimed they wanted to be "mommies or teachers" (J. Delgado, personal communication, August, 1993). Even in the kindergarten, the teachers have observed sex role stereotypic behavior. The teachers commented that the high school drop-out and teen pregnancy rates in this school district alarm them, and that they want their girls better prepared to make important decisions regarding their futures.

Causative Analysis

Several causes for this problem were explored. In this setting, there was limited dissemination of information in a systematic way regarding career awareness in general and nontraditional career awareness in particular. Career awareness was not well developed in the curriculum. It was usually presented as a lesson in a social studies unit. Depth and quality of presentation was dependent on each individual teacher and was not systematic. Nontraditional career awareness was not emphasized at the elementary level.

There was an influence of gender role stereotyping. There were societal expectations for traditionally derived female roles, revealed at all ages through conversation and observation of both boys and girls. There were expectations and roles projected by the media, through television, advertisements, and music. There were cultural expectations from the families, revealed both from the girls'

perspectives and through discussions with the parents. There was limited exposure to female role models in nontraditional careers in the environment.

There was limited self-esteem on the part of these girls and limited program availability for building self-esteem skills. Only some of the girls have been referred or could participate in group counseling sessions at school. Affective education in the classroom was dependent on the personality and the skills of the teacher. There was self-declaration of poor confidence in their abilities. There was also no training in assertiveness skills, therefore they were less able to make nontraditional choices or decisions counter to expectations.

The attitude and occupation of the mother was an important factor. In this neighborhood most of the mothers were foreign born with traditional cultural backgrounds. Many did not complete their own educations. Those mothers who were educated, or with more nontraditional aspirations for their daughters, often turned to the school for guidance and assistance. Many of these mothers were homemakers or worked as housekeepers or factory workers. For most of the girls, their generation will be the first to aspire to college or careers.

Socioeconomic level had an effect. Some families were undocumented or on welfare, and struggled to survive. Education and professional careers for their daughters were

not priorities. In some families, low socioeconomic conditions caused limited opportunities for the girls to have experiences outside the traditional or cultural family.

Relationship of the Problem to the Literature

The role of women in American society is changing. For hundreds, and perhaps thousands, of years the traditional role for a woman has been to care for the home and children as wife and mother. Approximately 200 years ago some independent women ventured forward as teachers and nurses. Historically, the rights of women have been limited and not equal to those of men. Some attempts were made to legislate equality, such as the Fourteenth Amendment (1868) to the Constitution which promised equal rights under the law, and the Nineteenth Amendment (1920) which guaranteed women the right to vote. Since the 1960s, the women's movement has been credited with influencing the passage of a variety of equal rights legislation for women, which prohibit discrimination based on gender in hiring, salaries, and education, among others (Josselson, 1987). These include the Equal Pay Act of 1963, Title IX of Education Amendments of 1972, and the Carl D. Perkins Vocational Education Act of 1984 (Engelbrecht, Lovelace, & Peace, 1987).

According to Fossen and Beck (1991), "By the year 2000, 80% of women between the ages of 25 and 54 will be in the work force" (p.26). Many researchers (Engelbrecht et al., 1987) claim that most women work because of financial need.

Yet, comprising 45% of the nation's work force, a number which increases each year, women also represent a substantial economic impact in terms of services and goods produced, discretionary spending, and the gross national product. However, despite mandatory legislation, the majority of women are still employed in traditional female roles such as food service, secretarial work, teaching, and nursing and, perhaps more discouragingly, are still earning less money than men. Engelbrecht et al. (1987) cited the average woman in a traditional female occupation earns 63% that of the average man in a traditional male occupation. Less than 10% of working women hold nontraditional jobs. Nontraditional careers are defined as those which have been predominately held by members of the opposite sex in the past. In some cases, when men and women hold the same position, the man still earns a higher salary.

The question arises as to why there are so few women pursuing nontraditional careers. The problems and causes are well documented in the literature and are reflected at the elementary school level in the problem under consideration. One important problem identified is gender role stereotyping, or sex role (gender) bias. This is defined as prejudging a person's capabilities or limitations based solely on his/her gender. Gender role stereotyping is still a powerful societal influence (Calabrese, Freitas,

Hagmann, Shimokawa, & Nishimura, 1984; Cini & Baker, 1987; Fossen & Beck, 1991).

The influence of gender bias on both male and female children has been studied. The adults in their lives were identified as influential factors in either promoting or discouraging gender bias. Several researchers (Bailey & Nihlen, 1983; Calabrese et al., 1984; Dudley-Smith, Hayes, & Mills, 1984) delineated the importance of the teacher in modeling, discussing, and breaking-down sex role barriers. Just in the past few months, Sadker and Sadker (1994), professors of education at The American University in Washington, DC, and considered to be among the nation's experts in gender bias issues, published the results of 20 years of documenting the ways teachers and schools unknowingly discriminate against girls throughout their lives.

Other researchers (Barak, Feldman, & Noy, 1991; Hughes, Martinek, & Fitzgerald, 1985; Tinejero, Gonzalez, & Dick, 1991; Wright, Reyes, & Jimenez, 1986) pointed to the influence of the parents in communicating attitudes to their children, either overtly or subtlety, which influence the traditionality of the children's views of gender roles and their occupational preferences. In a study by Coats and Overman (1992), it was postulated that the parent plays a major role in influencing the direction of children's play, and that the types of toys and social play experiences

provided may have an impact on the traditionality of the career a girl ultimately chooses.

Other research has been done focussing on the effects of gender role stereotyping on women and girls in particular, especially as it relates to career choices. Fossen and Beck (1991) identified social attitudes as a major cause for the lack of women in nontraditional careers. These included cultural stereotypes and limited encouragement by family and friends. In studies by the American Association of University Women (1989) and the Kern County Superintendent of Schools (1977), sex role stereotyping in literature, toys, and television was analyzed. Other researchers (Barak et al., 1991; McKenna & Ferrero, 1991) have also pointed to the media as promulgating gender bias.

Another important problem in women's and girls' career choices has been described in the literature as limited career awareness. O'Bryant, Durrett, and Pennebaker (1980) posited that "boys and girls acquire information about various occupations at different rates...It is also possible that girls simply do not realize, until adolescence, that female roles are often inferior to male ones" (p. 336). Other researchers have found significant differences regarding attitudes and information among different ages of students. Although Umstot (1980) found seventh graders more flexible in their acceptance of nontraditional careers than

third graders, McKenna and Ferrero (1991) found that by ninth grade nontraditional vocational education was not accepted by either gender. Several studies suggested the need for career awareness interventions before high school (Ethington & Wolfle, 1987; Howell & Frese, 1980) and Dobson (1983) proposed that career development begin as early as the fourth grade. Researchers (Birk & Colby, 1985; Davis, 1980) have also noted that some females have misperceptions regarding limited career options that require career awareness and guidance.

There have been a number of studies addressing the need for nontraditional career awareness in particular (Engelbrecht et al., 1987; Forbes Road East Area Vocational Technical School, 1986; Kern County Superintendent of Schools, 1977). The Forbes group felt that nontraditional interests could be developed in students, which might lead to nontraditional career choices. Abdo (1984) addressed the problem of there being no systematic program to help students achieve nontraditional career goals and the importance of community involvement. Savenye, Sullivan, and Haas (1986) investigated the effects of presenting nontraditional career information in two media forms, audio-visual slide/tape and print in the form of photos and written material. They found that, although positive changes in attitude toward nontraditional occupations were produced, students of both genders were significantly more

interested in traditional occupations and that a more rigorous nontraditional career awareness program would be necessary to have a real effect on their actual career choices.

There has been some attention in the literature to career awareness specifically directed to minority group females. Hispanic females were targeted by Tinejero et al. (1991) and by Wright et al. (1986). Both studies investigated the need for career awareness and vocational information. They focussed on attitudes and motivation of the girls, gender role stereotyping, peer pressure, and the influence of the parents, especially the mother. Tinejero et al. identified eight factors which they believed "make female Hispanic Americans the most at-risk of all students" (p. 9). These included: lack of appropriate role models, low expectations by teachers and parents, academic and behavioral problems which lead to a high proportion of special education referrals, mothers with limited education, and lack of career guidance.

Attitudes of young Hispanic girls, to be addressed through nontraditional career awareness, were also studied by the Educational Development Center (1980). Studies similar to these have been conducted with economically disadvantaged girls (Kohler, 1987), rural adolescents (Cini & Baker, 1987), and Black girls (Gray, 1988).

Some research has focussed on a third problem area, the effects of self-esteem, confidence, and decision-making skills on the part of females in the context of career choices. The results of a study conducted by Hughes, Martinek, and Fitzgerald (1985) suggested that girls who are interested in nontraditional careers exhibit high self-esteem and rate themselves as assertive. Furthermore, the authors proposed that this correlation is established at a very young age.

The importance of self-esteem was also a component of a program implemented by Simmons and Parsons (1983) in their work with adolescent girls. These authors described the problems of these girls as: lack of information regarding traditional and nontraditional alternatives; poor self-esteem; feelings of limited control over decisions that affected their lives; and little sense of personal competency to make those decisions themselves. Simmons and Parsons developed a model of empowerment, relating self-esteem, decision making, and self-confidence in adolescent girls to a "greater sense of being able to control life events, including career goals" (p. 918). In addition to self-esteem, Gray (1988) included an investigation of values, communications skills and interpersonal skills within the context of exploring career options.

Considerable evidence has been provided by the literature supporting the existence of the problem under

study. In some studies, information gathered from surveys, questionnaires, and other data measures completed by the students themselves provided evidence of gender role stereotyping and traditional career choices, as well as the influence of attitude, motivation, career information awareness, self-esteem, assertiveness, and decision-making ability on career preferences (Cini & Baker, 1987; Davis, 1980; Engelbrecht et al., 1987; Gray, 1988; Hughes et al., 1985; O'Bryant et al., 1980; Tinejero et al., 1991). Information was also gathered by needs assessment, questionnaire, survey, and other data measures from parents and school staff members regarding gender role biases and the need for career awareness programs (Barak et al., 1991; Calabrese et al., 1984; Davis, 1980; New York City Board of Education, 1982).

Demographic statistics for women in the work force were cited to indicate the respective numbers of women in traditional or nontraditional roles and as evidence of the problem of inequity between the salaries of traditionally male and female occupations and in educational and training opportunities (Engelbrecht et al., 1987; Fossen & Beck, 1991; Kohler, 1987; Tinejero et al., 1991). These studies cited the U.S. Department of Labor, the U.S. Department of Commerce, the Women's Bureau of the Department of Labor, and state boards of education. Several studies (Birk & Colby, 1985; Kohler, 1987) also suggested that the magnitude of the

problem nationally has been such that federal legislation has been necessary.

A review of textbooks, school materials, curricula, literature, toys, and television programs and advertising provided evidence for gender role bias and stereotyping (American Association of University Women, 1989; Calabrese et al., 1984; Dudley-Smith et al., 1984, Kern County Superintendent of Schools, 1977; Philadelphia School District, 1982).

In some studies female course selection and drop-out rates were considered indications of a problem (Abdo, 1984; Ethington & Wolfle, 1987; Fossen & Beck, 1991; Simmons & Parsons, 1983; Tinejero et al., 1991). Many girls were found to take classes in high school and college that would not prepare them for nontraditional careers, especially in the fields of science, mathematics, and engineering. Some researchers (Dobson, 1983; Educational Development Center, 1980; Gray, 1988; Tinejero et al., 1991) referred to personal experience and observations in their work with girls as counselors and teachers.

In summary, the literature suggested several causes for the problem of traditional gender role stereotypic career choices by girls. Lack of information on career options and nontraditional career choices, vocations, and training was cited as a major cause and in some way was part of every research studied. Included in that was the observation that

nontraditional career awareness often was not a consistent part of the regular school curriculum. Limited exposure to appropriate role models, females in nontraditional roles, was included as a causative factor (American Association of University Women, 1989; Educational Development Center, 1980; Fossen & Beck, 1991; New York City Board of Education, 1982; Savenye et al., 1986; Tinejero et al., 1991).

Gender role stereotyping and its influence on females' career choices and decision making was considered a significant cause, also cited in some way by every research studied. Parental influence, and by extension societal and cultural expectations, were considered part of the cause (Barak et al., 1991; Fossen & Beck, 1991; Hughes et al., 1985; Tinejero et al., 1991; Wright et al., 1986). Related to parental influence, in some cases, was the contributing factor of a low socioeconomic environment which often coincided with low parental education level and traditionality of parental occupations (Kohler, 1987; Simmons & Parsons, 1983; Tinejero et al., 1991).

Personal characteristics of the girls such as self-esteem, attitude, motivation, self-confidence, assertiveness, and decision-making ability were considered by many researchers to be contributory to the problem (Calabrese et al., 1984; Dobson, 1983; Ethington & Wolfle, 1987; Fossen & Beck, 1991; Gray, 1988; Hughes et al., 1985;

Simmons et al., 1983; Tinejero et al., 1991; Wright et al., 1986).

Many other topical areas influence or are influenced by the traditionality of female career choices. Curriculum development to include career awareness and opportunities for women was identified as a major area in need of investigation. Math, engineering, and science were targeted as important nontraditional fields for women to explore. Education and training were identified as primary avenues for women to pursue nontraditional careers and institutions of higher learning and vocational training were enjoined actively to provide more opportunities for women. Businesses of all kinds are being impacted as more and more women are needed to join the work force and fill the roles, regardless of the traditionality of those roles. Sociological and anthropological areas included family dynamics, cultural and societal expectations, and the processes by which gender role stereotypes are transmitted and altered. Finally, the psychology of women and their role in society is changing to include the growth of self-esteem, decision making, and independence.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals and expected outcomes were projected for this practicum.

The goal of this project is to assist elementary school Hispanic females systematically to develop their awareness of nontraditional career options and the influence of gender role stereotyping and to help develop choice-making behaviors other than those consistent with only traditional or culturally-derived female roles.

Expected Outcomes

1. After implementation the participants will demonstrate increased knowledge of nontraditional careers. Pre and postimplementation testing will be conducted. As measured on a list of careers, the girls will indicate more of the careers are familiar to them (JOB-O E Career Awareness, see Appendix B).

2. The girls will indicate that they consider a greater number of nontraditional careers as acceptable or suitable occupations for women in general or themselves in particular.

3. Related to the issue of nontraditional career choice, an increase is expected in awareness to gender role stereotyping. As measured on an attitude questionnaire, the girls will show an increase in ability to recognize gender role stereotypic statements (from Engelbrecht et al., 1987; see Appendix C).

4. The girls will demonstrate an increase in self-esteem and assertiveness skills. As measured on an instrument of self-concept (The Piers-Harris Children's Self Concept Scale, see Appendix D) the girls will be able to affirm more positive self-regard after implementation.

5. As measured on an assertiveness survey developed by the author, the girls' responses will be more assertive after completion of the program (see Appendix E).

6. The girls who participate in this program will indicate a preference to attend a majority of Career Day lectures featuring nontraditional career choices. This will be measured on an attendance roster or questionnaire (see Appendix F).

7. It is expected that when the girls' teachers are interviewed, they will concur that the girls have benefitted from participation in the program, especially in the areas of career awareness, self-esteem, and assertiveness (see Appendix G).

Measurement of Outcomes

The measurement of the girls' knowledge of nontraditional careers was accomplished by use of the JOB-O E Career Awareness material which was developed by CFKR Career Materials, Inc. (Cutler, Ferry, Kauk, & Robinett, 1993). This instrument was chosen because of its format, content, and ease of use. It was comprised of an individual workbook and answer sheet for each student. The materials were developed for different age levels. The level chosen was appropriate for the fourth to sixth grade in vocabulary, sentence structure, and concepts.

The workbook was divided into six job groups: Mechanical, Construction, and Agricultural Workers; Scientific and Technical Workers; Creative and Artistic Workers; Social, Legal, and Educational Workers; Managers and Sales Workers; and Administrative Support Workers. For each group there was a list of specific occupations with a description of each and a discussion of the types of skills and interests workers in the area often possess.

Before discussion, the girls were asked to indicate with a check mark which of the careers were familiar to them already and to indicate which occupations they believed suitable for men, women, or both to pursue by writing M, W, or B next to the name of each occupation. After discussion, the girls were asked to indicate their interest level in the various job groups on the provided answer folders. At the

end of the implementation program, the knowledge and suitability list was presented again as a posttest.

In several of the studies reviewed in the literature the authors had created or used checklists of items designed to explore awareness of gender role stereotyping (American Association of University Women, 1989; Calabrese, et al., 1984; Forbes Road East Area Vocational Technical School, 1986; Gray, 1988; Kern County Superintendent of Schools, 1977; Philadelphia School District, 1982; Wright et al., 1986). Engelbrecht et al. (1987) included in their materials for use in the classroom a checklist called "Attitudes Toward Nontraditional Careers" which addressed the influence of gender role bias. The students were asked to rate 40 items on a Likert scale from "strongly agree" to "strongly disagree." The items were statements regarding traditional and nontraditional roles for both males and females. This instrument was chosen because it reflected not only awareness of stereotyping towards women and girls, but also because it could reveal the personal prejudices of the girls themselves. By examining their responses regarding male roles, both traditional and nontraditional, the girls could become aware of their own gender stereotyping towards men and boys. This instrument was also given pre and postimplementation.

The Piers-Harris Children's Self Concept Scale (1969) was developed for research purposes to reflect the concerns

children have about themselves (Piers & Harris, 1969). It is widely used in this school district and readily available. It was used to measure changes in the girls' perceptions of their own self-esteem. It consisted of 80 statements in six categories: Behavior; Intellectual and School Status; Physical Appearance and Attributes; Anxiety; Popularity; and Happiness and Satisfaction. Each student read each item and then circled "Yes" or "No" according to how she felt the item applied to her most of the time. The items were written at an easy reading level and the mode of response was simple to understand. Pre and posttests were conducted. The Piers-Harris reports an internal consistency reliability of .78 to .93 using Kuder-Richardson techniques and .87 to .90 using the Spearman-Brown formula. The stability coefficient on test-retest was found to be .77 for fifth graders. The validity coefficient was reported as .68 with another test of self-concept.

An assertiveness survey was developed by the author, based on assertion behaviors and information presented in The Assertive Woman (Phelps & Austin, 1992). Most other assertiveness surveys reviewed were created for older girls or adult women. The concepts had to be modified for the experiences of the fifth and sixth grade girls. The survey was kept short and simple for ease of administration. It consisted of 14 statements which the students rated from "very comfortable" to "very uncomfortable," describing how

they felt when performing the indicated behavior. Pre and posttests were conducted.

The girls were presented with a list of Career Day choices. They indicated which lectures they would choose to attend in priority order one through five.

There were only two teachers, the teachers of the participating girls, who were in a position to comment on the effects of the program on their students. These teachers were among the 10 teachers questioned to provide evidence of the problem. They were interviewed again after implementation to determine what benefits, if any, they believed their students received from the program (see Appendix G).

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The problem that was addressed was that there appeared to be gender role stereotyping on the part of elementary school Hispanic females in preferring career options and making choices based on traditional female roles. There was no program available systematically to develop the awareness of these girls regarding nontraditional career options or to increase their ability to make decisions other than those based on traditional or cultural expectations. Therefore, elementary school Hispanic girls in the writer's work setting demonstrated career awareness and choice-making behaviors consistent with traditional or culturally-derived female roles.

The most frequently proposed solution described in the literature was to provide a program of awareness activities to students. Activities were described in gender role stereotyping, career options, self-esteem, and decision making. They were presented in a variety of settings including the whole classroom, small groups, and even individually. Some programs were meant to be on going, integrated into the curriculum (Calabrese et al., 1984;

Educational Development Center, 1980) and others were designed to be short term workshops (Forbes Road East Area Vocational Technical School, 1986).

Some researchers targeted both girls and boys (American Association of University Women, 1989; Calabrese et al., 1984; Dobson, 1983; Educational Development Center, 1980; Kern County Superintendent of Schools, 1977). They each compiled detailed instructions for specific activities to involve the students in participation. Some focussed on discussion, information dissemination, reading material, and paper-pencil tasks (American Association of University Women, 1989; Calabrese et al., 1984). Others recommended the use of role plays, pictures, games, and videos (Dobson, 1983; Educational Development Center, 1980; Kern County Superintendent of Schools, 1977). Hughes et al. (1985) emphasized the importance of including boys in any program, even if the intention of the program is to reduce female stereotyping, noting that:

> Young boys with high self esteem continue to subscribe to rigid stereotyping of sex roles...these boys will likely grow up to assume positions of responsibility in various occupational spheres - positions in which their attitudes toward women may have negative impact on the career success and satisfaction of their female colleagues and subordinates, not to mention their wives and daughters. (p. 64)

They went on to recommend that "designed experiential exercises" (p. 65) may be more effective than information dissemination alone.

Other researchers targeted their programs of activities exclusively to girls. Simmons and Parsons (1983) and Kohler (1987) developed programs for economically disadvantaged girls. Both of these studies stressed the importance of self-esteem and decision making, what Simmons and Parsons labelled "empowerment" (p. 917). For this population of girls, the emphasis has been on promoting economic self-sufficiency to break the cycle of poverty. Some studies developed programs specifically for Hispanic girls (Tinejero et al., 1991; Wright et al., 1986). Both of these studies included involvement of the mothers as an important component. The importance of the inclusion of the parent was addressed in other studies as well (Ethington & Wolfle, 1987; Howell & Frese, 1980). Gray (1988) developed a comprehensive set of units designed for African-American girls. Through discussion, activities, and self-examination, the program addressed issues of self-esteem and explored career and life options through examination of personal identity, communication skills, assertiveness, values, competencies, decision making, career awareness, and planning for the future.

Within the framework of a program of activities, the age of the targeted students was an important consideration in solution methods. Some of the programs developed were adaptable for a range of ages from elementary school age to adolescence. They included a variety of activities which

could be modified or selected specifically for a certain age group (Calabrese, et al., 1984; Engelbrecht et al., 1987; Forbes Road East Area Vocational Technical School, 1986; Goldstein, 1979; Kern County Superintendent of Schools, 1977; Philadelphia School District, 1982). The American Association of University Women (1989) presented a comprehensive model consisting of activity modules for four separate age groups: preschool, elementary, eighth and ninth grade, and high school. The importance of this study was that the activities were chosen to be developmentally appropriate for each age level.

Other programs were designed for specific age groups. Adolescents were targeted by many researchers (Cini & Baker, 1987; Forbes Road East Area Vocational Technical School, 1986; Kohler, 1987; Rea-Poteat & Martin, 1991; Simmons & Parsons, 1983; Wright et al., 1986) as the age group most in need of career guidance. However, there was also a body of research which suggested that career development interventions need to be instituted before the age of adolescence (Ethington & Wolfle, 1987; Howell & Frese, 1980). Several studies have been conducted to provide these interventions. Elementary students were studied by Dobson (1983) who worked with fourth graders; Dudley-Smith et el. (1984) who worked with kindergarten through grade three and grades four through six; and the Educational Development Center (1980) which provided a program for kindergarten and

grade one. Programs for children in the primary grades tended to be based on theories of child development, especially regarding maturation in terms of the areas of personal and emotional needs, social needs, and educational needs and abilities.

Another solution suggested by the literature was that the students needed to be directly exposed to employment exploration through community involvement, service projects, field trips, and information dissemination (Abdo, 1984; Dobson, 1983; Fossen & Beck, 1991; Kohler, 1987; Tinejero et al., 1991; Wright et al., 1986). The community and social institutions were charged with the responsibility of providing and supporting training opportunities, mentoring, apprenticeships, scholarships and other equity activities as well as promoting gender free policies within their own organizations (Fossen & Beck, 1991).

A related solution was that of the need for role models, both men and women in nontraditional career roles (Bailey & Nihlen, 1983; Educational Development Center, 1980; Goldstein, 1979; Gray, 1988; New York City Board of Education, 1983; Philadelphia School District, 1982; Savenye et al., 1986). These studies gave evidence for the power of role models in shaping and changing attitudes of the students to become more accepting of nontraditional careers. An innovative project was developed by the New York City Board of Education (1982) in which a series of radio

programs presented interviews with women in a variety of occupations. Unfortunately, there was no way to determine how many students listened to the program. There was no evidence that the project increased minority girls' interest in nontraditional occupations. The most effective use of the role model seemed to be actual interviews with students who could then ask questions and relate on a personal level (Bailey & Nihlen, 1983).

The solution that some researchers (Abdo, 1984; Birk & Colby, 1985; Calabrese et al., 1984; Davis, 1980; Fossen & Beck, 1991) developed involved increasing the skills of the guidance professionals who provide career awareness programs and information to students. The focus of all or part of these studies was to increase the ability of these professionals to recognize and diffuse gender role stereotyping, solicit the involvement of parents or the community, and utilize resources for career exploration for girls and women.

Some of the literature presented statistical data from surveys and test measures and did not describe solution implementation. Recommendations and conclusions included: the importance of providing career development information at an early age (Ethington & Wolfle, 1987; Hughes et al., 1985); the positive correlation between the traditionality of a mother's occupation and the traditionality of the vocational interests of her children (Barak et al., 1991);

evidence of developmental influences on the acceptance of nontraditional career choices (O'Bryant et al., 1980; Umstot, 1980); and the importance of including boys in programs of stereotype reduction and nontraditional careers (Hughes et al., 1985). All have implications for the development of solutions based on their results.

Many solution strategies were generated as a result of reviewing the literature. Information on career awareness and nontraditional career choices could be disseminated to the students. This might take many forms including: lectures, paper-pencil tasks, reading material, demographics, informational and attitudinal surveys, role plays, games, videos, stories, and other activities. Activities could be general, or developmentally geared to a specific age group. Program activities could be conducted with both boys and girls, or just with girls. The implementation setting could be within the entire class, in a small group outside the class, or one-to-one. The duration of implementation could range from a one day workshop to a longitudinal study.

Gender role stereotyping awareness appeared to be an important component of nontraditional career awareness. Role models were a powerful method of imparting career information and dispelling gender role stereotyping. Role models might be introduced in stories, on video or recordings, in the media, or in person. Field trips could

be used to illustrate certain role models and their careers, the interrelationship among occupations, and the professional and social interactions among co-workers.

The influence of parents and teachers was important. Teacher training and awareness of gender role stereotyping was an influence on the climate of the classroom, and could be part of a solution strategy. Parents could also be included as part of the program. Their influence on the traditionality of children's occupational interests was well documented and could be a vital factor to the long range effects of any solution.

Levels of self-esteem, assertiveness, locus of control, decision-making ability, interpersonal skills, and communication skills have been demonstrated to relate positively to nontraditional career interests and could be included as part of a solution strategy.

Some of the solutions generated were believed to be feasible for the practicum, and others were not. The population had been chosen to be fifth and sixth grade Hispanic girls. Therefore, boys were not be included in the program. In order to reach only these girls, the setting was a small group outside the classroom. A one-to-one interaction would not be possible with only one program director. The length of the practicum was 12 weeks, therefore neither the one day workshop nor the longitudinal study was appropriate.

Information dissemination appeared to be a vital component in addressing the problem under study. Because the age of the girls was specific, materials could be developmentally prepared. Because of a range of reading and writing abilities, paper-pencil tasks were not emphasized. Experiential activities were developed as the vehicle for conveying the information presented by the program and keeping the interest of the girls.

Activities focussed on career awareness, gender role stereotyping, self-esteem, assertiveness, communication, decision making, or interpersonal skills, each of which has been related positively to nontraditional career interests. Field trips were not undertaken, due to the liability of taking students off-campus during the school day and the logistics of arranging a weekend or after school trip. Role models were incorporated into the program, the personal interview accepted as the most effective delivery system. Since the writer was the program implementer, teacher training was not attempted. This was not possible in the time frame allowed and the teachers' staff development sessions had been already arranged for the year. Personal experience suggested that some teachers would not be able to attend volunteer sessions on a consistent basis. Likewise parent involvement, although recognized as important, was not part of this practicum because of previous experience with some parents' inability to come to school on a

consistent basis at a specific time, especially over a period of several weeks.

Description of Selected Solution

The emphasis of this practicum was to provide a systematic program to elementary school Hispanic girls regarding nontraditional career awareness. Therefore, the population chosen was girls of Hispanic descent, as indicated by their school records. Personal experience had shown that the larger the adult-to-student ratio in a group program, the more difficult it might be to achieve consistent participation and cooperation of the students. Therefore, only the fifth and sixth grade girls were included. In addition, the age and grade restriction accommodated a specific range of developmental and academic skills which was useful when program activities were chosen. Because the school is on a multi-track system, students attend for a block of 18 weeks and then are off for 6 to 8 weeks. The four tracks are staggered in their schedules. In order to have the same group of girls in attendance for the entire length of the program, they were chosen from the same track. In the chosen track there were two classes of fifth and sixth grade girls with a total of 20 possible candidates for participation. All of the girls were invited to participate.

The writer's role in this practicum was as the developer, coordinator, and leader of the implementation.

Program activities were chosen or developed. Participants were chosen. Parents and teachers were informed. The program was implemented, assessment instruments given, and results evaluated. The girls met with the writer one hour a week for 12 weeks. Longer or more frequent meetings would have interfered with classroom schedules.

To meet the goal of increased knowledge of nontraditional careers, the program consisted of career awareness information with an emphasis on participatory activities as suggested in the literature. Three additional components, also identified in the literature, were gender role stereotyping awareness, self-esteem building, and assertiveness training. These last two skills were important for the girls if they were to make decisions that were counter to social or cultural expectations. The program also included an opportunity for the girls to meet and interview appropriate role models. The importance of this activity had been shown in the literature, and was also expressed by the girls themselves.

Report of Action Taken

The program was developed to include three weeks of emphasis on gender role stereotyping, three weeks on career awareness, two weeks on self-esteem, and two weeks on assertiveness. One week at the beginning and one at the end of the program were used for testing and other administrative business. Every week attendance was taken,

the issues of the previous week were reviewed, questions were asked and answered, and problems were discussed. At the end of each session a brief description of the next week's lesson was provided. Weekly lessons consisted of differing combinations of lecture and discussion, paper-pencil activities suggested by the literature, role plays, reviews of books and television programs, videos, and interactive games and activities (see Appendix H for a partial list of program resources).

The first portion of the program emphasized gender role stereotyping. Data was taken from the literature to be presented and discussed (American Association of University Women, 1989; Calabrese et al., 1984; Forbes Road East Area Vocational Technical School, 1986; Gray, 1988; Philadelphia School District, 1982). Some of this was in the form of activities. Personal experiences of the girls were shared. Books, stories, and television programs were analyzed for the extent of their stereotypic character development. Role plays of situations with stereotypic and nonstereotypic responses were enacted. A favorite activity was the poster collage. Working in pairs, the girls used magazines to make collages of gender free and sex role biased advertisements and articles, addressed to both men and women. Each team was given the opportunity to present their poster to the group and explain their choices.

The second portion of the program emphasized career awareness and especially nontraditional careers for women. Magazines for working and professional women and newspaper articles showing women in nontraditional roles were utilized for awareness and discussion. A video was shown and library materials on women in nontraditional roles were shared and discussed. The JOB-O E (1993) materials were presented and the girls individual interests and skills were explored in relationship to various careers. A highlight of the program was the presentation by two speakers, women in nontraditional roles. One of them, a physician, was the Associate Chief of Emergency Medical Services at a large university-affiliated hospital. The other was an attorney who had been born and raised in Mexico. Each of the women described her humble beginnings and how she overcame obstacles to realize her goal. The girls had prepared questions and a lively discussion ensued.

The third portion of the program emphasized self-esteem. Discussions and role plays were used in this area. Each girl was asked to complete an activity in which she stated a career goal and listed the skills needed for this goal, the skills she already possessed, and how she could obtain the rest of the skills needed. In another activity, each girl was asked to comment upon those traits in herself she believed to be her strengths. Self-esteem materials

published by CFKR (Kauk, 1994) entitled "Looking At Myself" were also used.

The last portion of the program emphasized assertiveness skills. Active listening and I-message skills were introduced. Relaxation techniques were practiced. Concepts of body language were discussed and practiced. Role plays were acted showing differences between assertive, aggressive, and passive responses. A video was shown depicting the steps in good decision making. Portions of the CFKR self-esteem materials concerned with decision making were used.

During the final week, refreshments were planned. An assembly was held and the girls received certificates of completion in front of the entire school.

There were a number of unexpected events and deviations from the initial plan. Some of the girls, especially the fifth graders, seemed immature and inattentive, engaging in many distracting behaviors. To resolve this the following was done: rules were established and reviewed each week; the number of activity changes per session was decreased; activities were chosen or modified to be more interesting and engaging; the active participation of the girls in the activities was increased; selective seating was arranged by the writer; the writer remained in proximity to the disruptive girls; and direct interaction with certain girls by the writer was increased.

Most of the girls had no experience with a Likert scale. In addition, many of them were poor readers, received special education for reading, or read in Spanish. To resolve this, more time was needed by the writer to explain the procedures and read the materials to the girls, sometimes on a one-to-one basis.

One of the scheduled guest speakers canceled with only one week's notice. To resolve this, the writer contacted several local hospitals and clinics through their community relations, public relations, or community education departments. Another speaker was located. This actually was a benefit, as the replacement speaker was excellent, and influential in arranging further opportunities for the girls.

Periodically, girls would be absent from school and miss scheduled sessions. To be sure that each girl received the full program, they were requested to meet with the writer privately to make up missed material. Occasionally, the teachers would not release the girls from class to attend in a timely manner. To resolve this, conferences were held with the teachers, the classrooms were called at session time to remind them, and notes or monitors were sent to the classrooms as needed. Several times, the school schedule was altered by shortened days, teacher conference days, track-changing days, holidays, and other school activities. At those times, flexibility was required

to change session schedules and sometimes even the meeting room.

The exact plan of activities could not always be followed. The girls enjoyed some activities and wanted to participate and continue. These took more time than anticipated. Other activities did not engender their interest or cooperation and these were eliminated. Weekly planning and activities needed revision and modification so that the content could be covered adequately.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The problem that was addressed was that there appeared to be gender role stereotyping on the part of elementary school Hispanic females in preferring career options and making choices based on traditional female roles. There was no program available systematically to develop the awareness of these girls regarding nontraditional career options or to increase their ability to make decisions other than those based on traditional or cultural expectations. Therefore, many elementary school Hispanic girls demonstrated career awareness and choice-making behaviors consistent with only traditional or culturally-derived female roles.

The solution strategy utilized was to provide a 12-week program, 1 hour per week, for a group of 20 fifth and sixth grade Hispanic girls. The program was delivered outside the classroom setting. The program emphasized gender role stereotyping awareness and nontraditional career awareness. Skills in self-esteem, assertiveness, and decision making were introduced as means of supporting nontraditional choices. This was accomplished through a combination of lecture and discussion, paper-pencil activities, role plays,

videos, reviews of books, stories, and television programming, games and interactions, and guest speakers. Out of 20 possible participants, two moved away after three weeks and one decided not to participate. Of the remaining 17 girls, one left without notice during the second to last week of the program and did not complete the posttesting.

One expected outcome after implementation was that the participants would demonstrate increased knowledge of nontraditional careers. The list of careers from the JOB-O E (1993) materials was utilized. Sixteen girls completed the pretest and 15 completed the posttest. Pretest scores indicated that an average of 51.25 out of 67 careers was familiar to the girls. There was a range from 37 to 64. On the posttest, the mean number of familiar careers was 60.00. There was a range from 41 to 67. There was an outlying score of 23, which will be discussed subsequently. Thirteen out of the 15 girls demonstrated an increase in the number of careers which were familiar to them (see Table 1).

A second expected outcome was that the girls would indicate that they considered more of the careers as suitable for women. On the pretest, an average of 50.31 careers was considered by the girls to be suitable for both men and women. On the posttest, an average of 59.27 careers was considered suitable for both men and women.

Table 1

Number of Familiar Careers From Career Knowledge Survey

Student	Pretest N=16	Posttest N=15
1	64	67
2	64	67
3	63	67
4	62	67
5	61	65
6	58	67
7	55	67
8	55	54
9	47	67
10	47	67
11	44	67
12	43	67
13	42	23
14	40	47
15	38	-
16	37	41

Note. Dash indicates no posttest score.

Total number of careers surveyed = 67.

A third expected outcome was an increase in awareness of gender role stereotyping. As measured on an attitude questionnaire, an increase was expected in the girls' ability to respond nonstereotypically to gender role statements. The responses of "strongly agree, agree, neutral, disagree, and strongly disagree" were numbered from 1 to 5 so that 5 always represented the most nonstereotyping response. Therefore, higher scores represented more nonstereotyping responses. Seventeen girls took the pretest. Each girl's scores on the 40 items were averaged into her individual mean. The total group mean score was 3.92 out of 5.00. The range of the girls' individual mean scores was 3.10 to 4.75. Sixteen girls took the posttest. The total group mean posttest score was 4.05. There was a range of individual mean scores from 3.33 to 4.89. Nine out of the 16 girls scored higher on the posttest.

A fourth expected outcome was an increase in self-esteem as measured on the Piers-Harris Children's Self Concept Scale (1969). Seventeen girls took the pretest. The total possible number of points was 80. The manual described average scores as those between raw scores of 46 to 60. The range of pretest raw scores was 34 to 72 with a mean raw score of 55.35. Sixteen girls took the posttest. The range of raw scores was 36 to 73 with a mean raw score of 59.94. Fourteen out of the 16 girls had increased self-esteem scores on the posttest (see Table 2).

Table 2

Results of Piers-Harris Children's Self Concept Scale

	Pretest N=17			Posttest N=16		
Student	Score	Percentile	Stanine	Score	Percentile	Stanine
1	72	95	8	71	94	8
2	71	94	8	-	-	-
3	68	89	7	69	91	8
4	68	89	7	65	82	7
5	64	79	7	70	92	8
6	64	79	7	65	82	7
7	62	74	6	73	96	8
8	58	63	6	62	74	6
9	56	57	5	64	79	7
10	51	44	5	56	57	5
11	50	41	4	67	87	7
12	48	36	4	55	49	5
13	48	36	4	53	49	5
14	46	31	4	60	69	6
15	43	24	4	50	41	5
16	38	17	3	36	14	3
17	34	12	3	43	24	4

Note. Dash indicates no posttest score.

A fifth expected outcome was an increase in assertiveness skills as measured on an assertiveness survey. Higher scores indicated more assertive responses. Seventeen girls took the pretest. Each girl's scores on the 14 items were averaged into her individual mean. The total group mean assertiveness score was 3.57 out of 5.00. The individual mean scores ranged from 2.71 to 4.57. Sixteen girls took the posttest. The total group mean assertiveness score was 3.88 with a range of individual mean scores of 2.71 to 4.64. Ten out of the 16 girls had higher posttest assertiveness scores and one remained the same. That one, however, was already at a high assertiveness level on the pretest with an individual mean score of 4.57.

A sixth expected outcome was that the girls would indicate a preference to attend Career Day lectures featuring nontraditional career choices. Six out of the 16 girls chose a nontraditional career as their first choice and in total 52 traditional careers and 24 nontraditional careers were chosen (see Table 3).

The seventh expected outcome was that the girls' teachers would concur that their students benefitted from participating in the program. In an interview, one teacher reported growth in self-esteem and assertiveness in that her girls had become more verbal in class, willing to participate and express their opinions. She emphatically declared she would like her next class of girls to

Table 3

Numbers of Girls Choosing Career Day Lectures

Career	Preference Ranking				
	1	2	3	4	5
Army	0	0	1	1	0
Attorney	4	0	0	0	0
Computer Programmer	1	1	0	1	2
Cosmetologist	0	1	1	2	2
Dancer	5	3	2	3	1
Engineer	1	2	0	0	0
Model	1	4	2	2	2
Nurse	1	2	2	1	1
Physician	0	0	0	0	0
Police	0	2	1	0	1
Retail Sales	0	0	0	0	1
Secretary	3	1	1	1	1
Teacher	0	0	2	2	2
Veterinarian	0	0	0	4	2

participate as well (P. Kendrix, personal communication, March, 1994). The other teacher reported that her girls, the fifth graders, seemed slightly improved in their behavior in class. They were less aggressive than before participating in the program and were more open to discussion and negotiation (S. McGuire, personal communication, March, 1994).

Discussion

Results supported six out of the seven expected outcomes for a majority of the girls: increases in career awareness, consideration of the suitability of careers for women, and awareness of gender role stereotyping; reports of self-esteem and assertiveness; and teacher reports of the benefits of the program to their girls. One outcome was not supported. The girls did not choose a majority of Career Day lectures featuring nontraditional careers.

The largest overall gains appeared to be made in the area of career knowledge. When first presented with the materials, many of the careers were unknown to most of the girls. These included professions in engineering, the sciences, computer technology, agriculture, business, and more. The career knowledge checklist was only a sample of the 125 professions presented in the material. After several weeks of program activities many of the girls were able to describe and discuss the previously unknown careers.

The implication of this result was that the girls were ready and capable of learning about nontraditional careers but had not been previously exposed to the knowledge. The findings of other researchers (Dobson, 1983; Ethington & Wolfle, 1987; Howell & Frese, 1980), who had suggested that career education can and should be taught before the high school years, were applied and the outcome was positive. Lack of exposure to different careers had been well accepted in the literature as a cause for the traditionality of girls' career choices (Engelbrecht et al., 1987; Forbes Road East Area Vocational Technical School, 1986; Kern County Superintendent of School, 1977; Tinejero et al., 1991; Wright et al., 1986).

Two possible sources for this exposure could be the school curriculum and the family role models, neither of which apparently had provided adequate information based on the girls' initial responses. Several researchers (Engelbrecht et al., 1987; Fossen & Beck, 1991; Kohler, 1987; Tinejero et al., 1991) had reported the need for including adequate career information in school curricula and that finding appeared to be supported. The teachers and the girls claimed that career awareness, and especially nontraditional career awarene s, was not a significant part of the curriculum. This may b one reason why the teachers so enthusiastically endorsed the benefits of the program as

an important area in the education of girls that was not being addressed adequately in the curriculum.

The importance of role models, especially parents, was cited by many researchers (Hughes et al., 1985; Tinejero et al., 1991; Wright et al., 1986) as an important source of nontraditional career awareness. Barak et al. (1991) reported that the traditionality of the mother's occupation was significantly related to the traditionality of her children's interests, more so than socioeconomic status, parent education, and father's occupation. When the girls were polled regarding their mothers' occupations the results were all traditional: ten homemakers, four housekeepers, two unskilled factory workers, and one nurse.

The implication of these findings was that the girls were not receiving nontraditional career information from two of the most important sources and therefore a program such as the one implemented was necessary to provide the knowledge and awareness.

On the career knowledge pre and posttests, one student's responses suggested that she recognized many fewer careers on the posttest, creating an outlying score. Assuming that the program did not cause a loss of knowledge, there are several possible reasons for this result. This student was one of the fifth graders, a group which has been described previously as immature and not entirely invested in participating fully in the program. Similarly, Simmons

and Parsons (1983) had found that sixth grade girls benefitted from their Life Choices program, but fifth grade girls did not. The student rarely responded even when asked a direct question and was often found to be inattentive. During the pretest she was observed to be actively marking each career as one familiar to her. When questioned, however, she could not explain what many of the careers entailed. It is possible her pretest was largely an overestimation. The poor result on the posttest may be an example of unwillingness to cooperate that was often observed among the fifth graders or it may be a closer indication of her true knowledge. The population was chosen to include all the fifth and sixth grade girls from a particular track. These girls represented a range of ability from gifted to slow learner and included several special education students and students with known behavior problems. The results, therefore, should be taken as a whole with certain outlying scores reflecting the particular problems of certain individual girls.

In the area of gender role stereotyping, results suggested an increase in awareness for a majority of the girls. However, there were three unexpected outcomes as well. The first was that, despite evidence collected and findings in the literature describing early onset of gender stereotyping for girls in general and Hispanic girls in particular (Cini & Baker, 1987; Engelbrecht et al., 1987;

Fossen & Beck, 1991; Hughes et al., 1985; Kohler, 1987; Tinejero et al., 1991) the girls in this program were knowledgeable and quite vocal from the start regarding the gender role stereotyping of girls and women. They expressed that they did not accept these roles and that they considered themselves equal, and in fact superior, to boys. They expressed a belief that women can do and become anything they choose.

Debold, Wilson, and Malave (1993), in their exploration of the relationship between mothers and daughters, Latinas included, expounded the concept of the preadolescent strength and honesty of young girls. They claimed that "Latinas lose confidence in themselves later in adolescence" (p. 16). They charged that mothers in particular serve as the driving force in their daughters' conformity.

It was, therefore, interesting that the second unexpected outcome was that the girls unanimously claimed that it was their mothers and families who told them to believe they could do and become anything they choose. They stated that their mothers and fathers, although not providing role models, wanted more for them than they had themselves, including college and a career. This information, paired with the girls' initial lack of knowledge regarding nontraditional careers, suggested that although the parents may be open to the idea of careers for

their daughters they are not actively pursuing the information.

In Finding Herself, one of the first books on female identity based on the lives of women, Josselson (1987) proposed that a woman's expected role is based on her society. It may be that society's views on the role of women, which have been evolving since the advent of the women's movement, are beginning to touch the lives of the younger girls. However, something must happen between sixth grade idealism and the reality of the workplace.

The third unexpected outcome in the gender stereotyping area was that, although the girls expressed nonstereotypic ideas regarding women and girls, they were not as generous with their male counterparts. Not only did they give more stereotypic responses regarding men and boys, but they tended to make negative comments about them as well. It appeared that their ideas about gender stereotyping were not balanced. Some modifications in the program were made to address this, but further work is needed in this area.

In the area of self-esteem, although increases in scores were evident for 14 out of 16 girls between pre- and posttesting, an unexpected outcome was the strength of self-esteem at the pretest level. Evidence collected and literature findings (Fossen & Beck, 1991; Hughes et al., 1985; Simmons & Parsons, 1983; Tinejero et al., 1991) had suggested low self-esteem with this population. However, on

the pretest most of the girls reported average to above average self-esteem, with only 3 out of 17 scoring below the average range. Posttest results showed only two in the below average range and one of those had a considerably higher score than previously. Similar to the results in the gender stereotyping area, these findings could be compared to those of Debold et al. (1993), who stated that Hispanic girls of this age have generally positive concepts about their abilities, and that only later in their lives do they begin to become more traditional and self-doubting.

Assertiveness training was introduced in the program at an awareness level, as a means of supporting a nontraditional choice. It was not taught rigorously enough to make claims regarding its effectiveness. Most of the girls did increase their self-report of feeling capable to make assertive choices. An item analysis of the assertiveness survey revealed one area that decreased considerably in assertiveness: the ability to talk with boys. Feelings of insecurity around the opposite sex are natural in the preteen girl, yet this is a very important area for women attempting to enter the man's working world. There was an implication of a need for training and support in this area.

The one expected outcome that was not met by the program was that tne girls did not choose a majority of Career Day lectures featuring nontraditional careers. The

main goal of this program was to provide awareness of information and choices. The scope and duration of the program in the decision-making process was only at an introductory level and more work is needed in this area. In this program, six out of 16 girls did choose a nontraditional career as their first choice. Being young girls on the verge of adolescence, many of them were interested in the glamour and allure of the dancing and modelling professions. Although the dancer received the most first place choices with 5, the attorney was close behind with 4 first place choices. The physician was not chosen at all, most likely because the girls had only recently participated in a full session with a physician as guest speaker. Cini and Baker (1987) reviewed the results of several nontraditional career intervention programs and reported similar outcomes, as did Savenye et al. (1986) in their research. In most cases, knowledge and interest in nontraditional careers increased but actual choices did not. Barak et al. (1991) discussed the developmental nature of vocational interests and how they can be unstable even to adulthood, changing with the experiences and knowledge of the person.

The findings of this practicum suggested a need for career awareness intervention earlier than the currently generally accepted high school curriculum. They also suggested a need for programs in the sixth grade to support

and strengthen girls' natural self-esteem and nontraditional views of their roles and abilities before these are altered on the way to the workplace. Results emphasized that generalities should not be made regarding the self-esteem of a population based on gender, socioeconomic status, or ethnic affiliation. Every girl is an individual who will ultimately make her own career choice, whether traditional or nontraditional. The goal of a program such as this is to ensure that the choice is an informed one.

Recommendations

1. The school should be encouraged to implement a career awareness curriculum to begin in the sixth grade. This may be more effective if taught on a regular basis within the classroom setting by the teacher without the disruptions of an out-of-class program. Include girls and boys to help balance gender stereotyping. Concentrate on communication skills.

2. Programs for girls are needed to support self-esteem and strengthen decision-making skills. This need not be limited to minority girls. All girls may benefit.

3. Teachers can consider addressing gender stereotyping issues within the classroom on a regular basis beginning at the kindergarten level. This may require inservice classes for the teachers themselves. School textbooks and other materials should be reviewed for gender fairness.

4. It has been requested by the rest of the fifth and sixth grade school staff and by the school administrator that this program be continued for all the fifth and sixth grade girls. Recommended modifications include:

a. Use more interactive activities and fewer paper-pencil tasks.

b. Teach smaller groups, such as one class at a time.

c. Simplify survey instruments.

d. Use a co-leader who can translate to the limited English speaking girls.

e. Expand the use of role models and speakers.

f. Include field trips. After the conclusion of the program, the girls were invited by the physician guest speaker to attend Career Day at her hospital. It was an extremely informative and beneficial experience for them all.

g. Expand portions of the program emphasizing self-esteem and decision making.

Dissemination

The consultant to the County Office of Education for Teacher Expectations and Student Achievement (TESA) Equity/Gender program was contacted. She invited the writer to submit practicum results to the National Coalition for Sex Equity in Education, which holds an annual convention. She also invited the writer to attend any TESA meetings.

The writer requested being added to her mailing list. The consultant was instrumental in introducing the writer to a network of women involved in gender/equity issues. One of these is the director of the school district's Commission for Sex Equity. She agreed to receive a copy of practicum results and to include the writer on her mailing list. Two other women serve on the State Department of Education level. One is the director of the Gender/Equity Homeless Education office and the other is the director of Nontraditional Employment programs. They also agreed to receive a copy of practicum results. They will inform the writer about their annual desegregation conference so that a paper presentation might be arranged.

The publications of the state and national professional organizations may be contacted to determine their interest in having an article submitted describing practicum results.

At the local level, information about the program was printed in the school district's region newsletter, which is disseminated to all region administrators and is read by many staff members and parents as well.

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APPENDIX A

INTERVIEW QUESTIONS ASKED OF TEACHERS AS PART OF EVIDENCE OF THE PROBLEM

Interview Questions
Evidence of the Problem

1. Is there a systematic program of career awareness available for your students?

2. Is there a need for such a program, specifically for girls?

3. If so, what makes you come to this conclusion?

APPENDIX B

LETTER OF PERMISSION FROM CFKR CAREER 'ATERIALS

CFKR CAREER MATERIALS, INC.
11860 KEMPER ROAD, #7 • AUBURN, CA 95603
(800) 525-5626 • (916) 889-2357 • FAX (916) 889-0433

18 August 1993

Diane M. Kloosterman
6532 Cleomoore Ave.
West Hills CA 91307

Dear Diane:

CFKR is pleased to learn that you are using JOB-O E and Looking at MySelf in your practicum this year. This note grants you permission to use these materials in your practicum.

We hope that you find the material useful. Please keep in contact with us.

Sincerely,

Francis R Ferry

Francis R Ferry

APPENDIX C

ATTITUDES TOWARD NONTRADITIONAL CAREERS

ATTITUDES TOWARD NONTRADITIONAL CAREERS

Please answer the following questions based on your personal feelings about each of the ideas. There are no correct answers. Answer by circling the response which most closely represents your feelings using the following guide: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree

1.	Full-time, outdoor jobs are unsuitable for females.	SA	A	N	D	SD
2.	Most women would marry a man even though he works as a secretary/clerk.	SA	A	N	D	SD
3.	Women who have paid jobs are unhappy.	SA	A	N	D	SD
4.	Truck driving is an appropriate career for females.	SA	A	N	D	SD
5.	Men are not patient enough to work with small children in nursery school.	SA	A	N	D	SD
6.	Boys interested in being a hair stylist are sissies.	SA	A	N	D	SD
7.	A woman can have a career while raising a family.	SA	A	N	D	SD
8.	Money is the only reason that adult women work outside the home.	SA	A	N	D	SD
9.	Physically, women are not capable of working as fire fighters.	SA	A	N	D	SD
10.	A woman can be a good mother while working full-time as a stockbroker.	SA	A	N	D	SD
11.	Women are becoming too independent today.	SA	A	N	D	SD
12.	Most boys do not have the finger coordination to be a typist.	SA	A	N	D	SD
13.	Generally, females perform best at jobs where they are working with people.	SA	A	N	D	SD
14.	High school girls should be encouraged to enroll in traditionally all-male vocational courses like air-conditioning repair.	SA	A	N	D	SD
15.	A man can be a good father while working full-time as a nurse.	SA	A	N	D	SD
16.	Boys should be encouraged to plan professional careers which require more than four years of college.	SA	A	N	D	SD

17. Women would not be good as high school principals because they could not handle the boys. SA A N D SD

18. Ballet dancing is an appropriate career goal for boys. SA A N D SD

19. Most women who work in machine shops are unfeminine. SA A N D SD

20. Women should be encouraged to plan professional careers which require more than four years of college. SA A N D SD

21. Most men would marry a woman even though she works as a plumber. SA A N D SD

22. There is increased juvenile delinquency in families where the mother works. SA A N D SD

23. Most high school girls would laugh at a girl who enrolled in television repair. SA A N D SD

24. Vocational occupations are too dirty for women. SA A N D SD

25. Law is an appropriate career for women. SA A N D SD

26. Women who choose to join the labor force can also be competent mothers. SA A N D SD

27. A man is avoiding his responsibilities when he is at home full-time. SA A N D SD

28. When planning for a career a high school girl should consider technical and skilled jobs that have traditionally been for males only. SA A N D SD

29. Women can be effective business managers. SA A N D SD

30. Most girls are physically strong enough to be welders. SA A N D SD

31. All adult women should be prepared to support themselves financially. SA A N D SD

32. Girls should learn a job skill while in high school. SA A N D SD

33. Being a librarian is not a suitable career for men. SA A N D SD

34. Married women should only work when their income is necessary to support the family. SA A N D SD

35. Women are smart enough to become engineers. SA A N D SD

36. A woman can be a good mother while working full-time as a nurse. SA A N D SD

37. Women should be encouraged to work outside the home. SA A N D SD

38. Men are better bosses than women. SA A N D SD

39. Most women are not smart enough to be bankers. SA A N D SD

40. Teaching woodworking is a suitable career for women. SA A N D SD

APPENDIX D

LETTER OF PERMISSION REGARDING THE PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE

WPS WESTERN PSYCHOLOGICAL SERVICES
Publishers and Distributors Since 1948

June 23, 1993

Diane Kloosterman
6532 Cleomoore Avenue
West Hills, CA 91307

Dear Ms. Kloosterman:

Thank you for calling earlier this week to request permission to use the *Piers-Harris Children's Self-Concept Scale* (PHCSCS) in your doctoral practicum.

WPS encourages scholarly research, and no permission from us in necessary for use of our publications, in this context, with the following stipulations:

(1) No reproduction or adaptation of the materials may be made in any format, for any purpose, electronic or otherwise, without our prior, written permission;

(2) Because you are a student, you may need to purchase and use the materials under the direct supervision of a qualified professional. Please complete the enclosed "Application to Purchase and Use Assessment Materials" (note that Section E must be signed and dated by your supervisor), and return it to WPS; and

(3) All materials must be used ethically and for the purposes and in the manner for which they were intended.

To aid researchers, WPS offers a 20% Research Discount off the cost of WPS proprietary tests used in scholarly research. To qualify, please submit a written description of the project to my attention, including a brief summary of the nature of the study, the estimated time frame it will take to complete, and the estimated quantities of each item needed to conduct the study. Please note that the Research Discount is not retroactive, so application for the discount should be made before or concurrently when placing your order for research materials. Further, if the discount is authorized, WPS will request that you share the results of your research with us.

Your interest in the PHCSCS is appreciated. Please call me if you have any questions.

Sincerely yours,

Susan Dunn Weinberg
Assistant to the President
Rights and Permissions

SDW:se
Enclosures

12031 Wilshire Boulevard • Los Angeles, California 90025-1251 • (310) 478-2061 • FAX (310) 478-7838

APPENDIX E

ASSERTIVENESS SURVEY

ASSERTIVENESS SURVEY

Very Uncomfortable 1	A Little Uncomfortable 2	Neither 3	A Little Comfortable 4	Very Comfortable 5

Making good decisions for myself	1	2	3	4	5
Accepting a compliment	1	2	3	4	5
Accepting criticism	1	2	3	4	5
Speaking up and asking questions in a group	1	2	3	4	5
Giving my views and opinions	1	2	3	4	5
Talking over a problem with an authority figure (parent, teacher)	1	2	3	4	5
Expressing how I feel without apologizing	1	2	3	4	5
Making up my own mind, despite what my friends do or think	1	2	3	4	5
Talking with boys	1	2	3	4	5
Being good at what I do	1	2	3	4	5
Feeling proud of myself	1	2	3	4	5
Saying "No" to someone	1	2	3	4	5
Telling someone what they are doing is bothering me	1	2	3	4	5
Asking for what I need	1	2	3	4	5

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APPENDIX F

LIST OF CAREER DAY CHOICES

CAREER DAY CHOICES

Pick five (5) of the following Career Day choices that you would be interested in attending. Put a number 1 next to your first choice, 2 next to your second choice and so forth to 5.

ARMY _____

ATTORNEY _____

COMPUTER PROGRAMMER _____

COSMETOLOGIST _____

DANCER _____

ENGINEER _____

MODEL _____

NURSE _____

PHYSICIAN _____

POLICE _____

RETAIL SALES _____

SECRETARY _____

TEACHER _____

VETERINARIAN _____

APPENDIX G

POST IMPLEMENTATION INTERVIEW QUESTIONS FOR TEACHERS

Post Implementation Interview Questions for Teachers

1. In your opinion, have your girls benefitted from participating in the Career Awareness program? Could you determine any specific benefits regarding self-esteem or assertiveness?

2. What leads you to this conclusion? How do you know this?

APPENDIX H

PARTIAL LIST OF PROGRAM RESOURCES

Brill, M. (1987). I can be a lawyer. Chicago: Children's Press.

English, B. (1977). Women at their work. New York: Dial Press.

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